



Educator Preparation Provider/ Local Education Agency Primary Partnership Agreement

Educator Preparation Provider (EPP)	Martin Methodist College
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Local Education Agency (LEA)	Giles County Schools
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Term of Agreement	July 2020-June 2021
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Certification (signatures verify partnership)	
EPP Head Administrator	Name: <i>Grace A. Meier</i> Date: <i>7.15.2020</i> Title: <i>Chair, Division of Education</i> Signature: <i>Grace A. Meier</i>
LEA Director of Schools	Name: <i>Vickie M. Beard</i> Date: Title: <i>Director of Schools</i> Signature: <i>Vickie M. Beard</i> <i>7.15.2020</i>

Prompt 1: Identify the collaboratively developed **recruitment and selection strategies and goals.** (500 words)
Martin Methodist College (MMC) and Giles County Schools (GCS) are working together to recruit and select the best candidates for the Teacher Education Program. The following areas have been collaboratively selected and agreed upon for strategies:

STRATEGIES:

1. In order to recruit candidates for the program, MMC will include in the career fair held each year, a teacher education booth. College staff will provide Giles County middle and high school students with information about becoming a K-12 teacher and encourage their interests in education.

2. Martin Methodist students who wish to enter the Teacher Education Program come before an interview committee. Giles County will have a representative on the interview committee (Assistant Director or designee) along with MMC faculty. Online participation by Giles County participant is allowable.

3. MMC continues to provide a program to assist paraprofessionals in achieving teacher licensure. TATL (Teacher Assistant to Teacher License) is designed to provide, to currently employed teacher assistants, a pathway to achieving a teaching license.

4. In order to be admitted to the Teacher Education Program, a student must have an ACT of 19 and pass CORE; have at least three letters of recommendation from the student, college faculty and community person. The student must also pass a background check.

5. MMC is partnering with GCS to provide students with Dual Enrollment/Dual Credit opportunities while in high school. These classes will encourage a college-going culture in the high schools. MMC will also collaborate with GCS to encourage high school students to pursue education as a profession through their Teaching as a Profession class and the Future Teachers clubs at the high schools. The College will plan time for school counselors to come to campus to learn about resources for students.

6. MMC, through community and state resources, will provide assistance to students in need.

7. Ongoing discussions with GCS about their needs will continue to determine the areas of greatest need in order to encourage those students entering the program to seek licensure in those areas. MMC is seeking a Bachelor's level licensure program for Special Education. Data from program enrollment and completion at MMC, data from GCS human capital reports and discussions with GCS staff will determine the needs of the district for high needs endorsements as well as under-represented groups. When data is collected, it will be used to inform students who are interested in attending Martin Methodist, who wish to become teachers, or who are attending the college and have not yet considered teaching as a profession. With this data, students can make decisions about careers in areas of high need. This same data may also be used to inform college faculty in math, science, history and English departments so that they might identify those students who could be interested in teaching in high needs endorsement areas as well as those students who are in underrepresented groups.

8. MMC faculty and GCS are currently meeting with the local NAACP chapter to encourage minority students to enter the teacher education program. Due to the pandemic, momentum was lost and will be restarted as soon as possible.

Prompt 2: Identify how entities will collaborate to **select, prepare, evaluate, support, and retain high-quality clinical educators,** both provider and school-based, who demonstrate a positive impact on candidates' development and pre-K-12 learning and development. (500 words)

November

Both Martin Methodist College and Giles County Schools agree that having a great mentor is key to a candidate's learning and development.

STRATEGIES:

1. Giles County and Martin Methodist have collaboratively developed a process by which clinical educators are selected. Both clinical supervisors and clinical mentors are agreed upon by both MMC and GCS. The college will continue to seek to recruit staff who have the skills to provide feedback to the clinical practice students as well as to the clinical mentors. The clinical supervisors shall have appropriate training in TEAM.

The collaborative process by which clinical mentors are chosen is:

A) MMC provides a list of teacher candidates, with areas of licensure, needing placements for the upcoming semester to the Instructional Supervisors of GCS.

B) The supervisor contacts principals for recommendations for placements. Giles County asks for a level 4 or 5 teacher and the licensure area of the teacher candidate. The principal pairs the teacher candidate with the mentor.

C) The list is reviewed by the instructional supervisor ensure that the teacher mentor is highly effective and is appropriate to mentor a teacher candidate.

D) The list is returned to MMC for review. If there are concerns, a discussion is held with the instructional supervisor and/or principal.

E) A meeting is held with the teacher candidates and supervisors to share placements and expectations with placements.

2. Clinical supervisors are full-time and adjunct faculty. All are instructors in the education department and are involved in various meetings, professional development, and other activities with Giles County Schools. When other clinical supervisors are hired, input from GCS will be sought by the Department Chair/Field Experience Coordinator.

Clinical supervisors have K-12 experience, elementary, middle and high school, and have been trained in TEAM evaluation process. The supervisors are instructors in the EDU program and have worked with the teacher candidates in their coursework, providing feedback as they have progressed through the program.

3. Formal orientation for new and experienced mentors will be conducted by the College.

Differentiation of meeting content for those groups will be determined at the beginning of each semester. The College will provide names of those attending/completing training to the district for Professional Development Points (PDP). Critical conversations support will be provided to mentors through online sources.

4. Criteria for retention of clinical mentors:

a. Continued effectiveness level of 3-5

b. Is teaching in content/grade level appropriate for needs of candidate

c. Provides appropriate feedback to teacher candidate

d. Critical Thinker—can help candidate problem solve classroom issues

e. Exhibits professionalism

f. Role model for teacher candidates and others

g. Has good rapport with supervisor, teacher candidate and school staff

5. Clinical Educators will be evaluated through the surveys completed by Teacher Candidates, discussions with Teacher Candidates and Mentors by Clinical Supervisors, TEAM observation data, and other anecdotal data that may present itself.

Exit interviews/surveys with student, clinical mentor, and MMC College clinical supervisor are used to evaluate program/placement strengths and needs.

Data from the interviews/surveys will be read by the Coordinator of Field Experiences and is shared with supervisors through division meetings and GCS during partner meetings. Data will be used by the clinical supervisors to improve their interactions with both clinical mentors as well as teacher candidates.

Prompt 3: Identify mutually agreed upon **expectations for candidate preparation** that link theory and practice, maintain coherence across clinical and academic components of preparation, and establish shared accountability for candidate outcomes. (500 words)

Both Martin Methodist College and Giles County Schools agree that preparation of new teachers is vital to their success in the classroom and the success of the students that they will serve.

STRATEGIES:

1. All full-time MMC EPP faculty members shall further their professional development through direct personal involvement in Giles County Public Schools. GCS will provide MMC with professional

development activities planned during the year for staff to choose activities appropriate to their teaching assignments. GCS is implementing new ELA programs in K-8 and 9-12. GCS will inform MMC of the dates of professional development to allow attendance.

2. Linking Theory to Practice: MMC instructors have worked with Read to Be Ready summer program alongside GCS staff to implement the program. MMC instructors assist in providing professional development to teachers who will be working in the program, assistance is provided in preparing text sets, lesson preparation, guest speakers, and special events during the summer. Discussions will continue to determine how this work will continue through grants and donations. MMC staff and teacher education students also volunteer in the LEA's R.I.S.E. program for potential incoming Pre-K students.

During coursework, students begin their portfolio in EDU 101. They begin to think about their own experiences in the classroom and what their goals are. The portfolio is continued throughout the coursework and clinical practice with the candidate adding artifacts to show understanding and mastery of the InTASC standards.

As they move into higher levels of coursework, case studies are used to determine the teacher candidate's understanding of strategies and practices given a specific scenario. Candidate progress is tracked through VIA in order to provide actionable feedback to the candidate.

Action Research is conducted in EDU 331 and in Clinical Practice for candidates to be able to conduct their own research using appropriate research methods. The research is presented in class with peer review and instructor feedback and then as their Capstone Project at completion of Gateway Four (Teacher Education Committee Meeting).

During Field Experiences, candidates keep journals reflecting on practices observed in classrooms. The reflections provide an opportunity for candidates to bring questions to class and to understand the connections between what has been discussed in classes and what it looks like in the classroom.

3. Coherence: A clear plan of study along with field experience has been developed. Candidates begin their "teacher education" journey with self-reflection and writing their philosophy of education. As they move into each level, they add not only skills but pedagogy. Candidates learn how to write lesson plans as they learn instructional strategies as well as classroom management strategies. As they complete Field Experiences, they observe the use of well-planned lessons and well managed classrooms and are able to reflect upon those observations. As the candidates transition to Clinical Practice, they have read and discussed strategies and pedagogy, they have observed those in practice in a classroom setting, and they have reflected on what they have observed. GCS mentors in both field experiences and clinical experiences will coach the Teacher Candidates in real-life situations provide constructive feedback that will help the student improve.

Prompt 4: Identify mutually agreed upon key assessments, transition points, and exit requirements. (500 words)

Both MMC and GCS agree that having formative checkpoints throughout the teacher preparation program will strengthen the program.

STRATEGIES:

1. MMC has developed a Roadmap for teacher education students to follow. This guides students in choosing classes and meeting requirements for the program (See attachment—Gateway). Key assessments required for candidates are:

- a. ACT (21) or SAT (1080) for admission
- b. Dispositions prior to admittance and prior to clinical practice
- c. Background check
- d. Maintain a C average with a GPA of 2.75 at completion
- e. Required Praxis assessment(s) for licensure
- f. edTPA during Clinical Practice

2. Transitions (Gateway): MMC staff will evaluate teacher education students in skills important to the success of their clinical practice and eventually their teaching career. Dispositions in VIA are scored two different times during the course of the program: Transition 1-- admission and Transition 3-- prior to clinical experience. It is expected that students will improve their dispositions score as they progress through their program of study. Should progress not be evident but needed, conversations with clinical supervisors and/or the department chair will be held to determine the willingness and ability of the candidate to make improvements.

During Gateway 2 (Transition)—candidate should have taken Praxis and received a passing score prior to applying for clinical practice. This is typically done in the senior year.

The Gateway document (see attached) provides candidates with the required transitions as they navigate through the program. The document helps candidates know what is expected at each transition point.

3. Exit Requirements: Teacher Education Committee (TEC) meets to determine if a student has met the requirements of the program satisfactorily and recommends student for licensure. Committee consists of MMC staff and GCS staff. Teacher Candidate must have a minimum of 2.75 GPA, completed all prescribed coursework per current college catalog, pass edTPA portfolio (completed in first placement), complete the clinical practice placements satisfactorily, and have the recommendation of the TEC.

4. Use of data from surveys to graduates, clinical mentors, and clinical supervisors to determine effectiveness of program and service to graduates. GCS and MMC staff review data yearly to determine needs of the program, mentors and supervisors. Discussions will be held to determine how to improve the program and meet the needs of candidates, Giles County Schools and Martin Methodist College.

Prompt 5: Identify mutually-agreed upon design of clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. (500 words)

1. Field experiences are required for all teacher education students. The field experience hours will vary depending on the licensure being sought-- 50-110 hours (P.E., secondary, elementary). GCS and MMC ensure that the teacher education programs meet minimum expectations for clinical practice as outlined in the educator preparation policy of the Tennessee State Board of Education (5.504).

(Attachments—Clinical Practice Assignments, Clinical Practice Handbook)

2. Clinical experiences are required for all teacher education students. Students are required to complete 15 weeks (8 in first placement and 7 in the second), one in the lower grade band and one in the upper grade band.

3. A concerted effort will be made to place students in diverse schools/classrooms. Schools with diverse populations based on ethnicity and poverty will be sought. Giles County Schools' staff assists in placement of Teacher Candidates in schools that are more diverse. Giles County is a rural area but includes students from small and mega farms, small rural communities, with the largest percentage of ethnic diversity and economically disadvantaged in the small town (Pulaski). Teacher candidates complete a diversity questionnaire after each placement for the college to review diversity placements and make adjustments as needed. MMC uses the diversity categories that are required and reported on in the state reports and CAEP.

4. Candidates, at the beginning of their coursework, do more observing and learning from the mentor teacher. For each field experience placement, the candidates observe the first 3 to 5 hours and reflect on what they see, discussing in class what they saw and how it compares to the methods/techniques discussed previously in class, putting theory into practice. The first few field experiences will culminate in the candidate doing individual or small-group instruction, supervised by the mentor teacher. Observations by college personnel are done to ensure they are using evidence-based practices. As candidates become more proficient, the candidates teach lessons that they plan themselves, using data from assessments, and showing differentiated instruction. They also begin co-

assessing assessments with the cooperating teacher. During these experiences they analyze materials, resources, and curriculum, often bringing materials back to the college classroom, to participate in a discussion about what practices work best with the specific student needs in the classroom. Included in the discussion and reflections are the strategies the Candidate observed the clinical mentors used to assist students in learning the vocabulary, content specific writing (i.e. journal results of experiments, historical writing, narrative/persuasive writing, mathematical writing, etc.), and communicating their reasoning in class through discussion.

By the time candidates begin clinical experience, they have become much more proficient in designing lessons and teaching, as well as selecting appropriate instructional materials and implementing solid instructional practices. They begin the clinical practice by observing the first week and getting to know the students and classroom procedures. They also participate in departmental meetings/grade-level meetings, IEP meetings, etc.

Lesson plans are developed incorporating student interests and cultural heritage and are relevant to students' prior knowledge. Use of TEAM is essential in this strategy. Lesson plans are reviewed by the Clinical Mentor prior to the Teacher Candidate's instruction.